**C:\Documents and Settings\gtompkin\Local Settings\Temporary Internet Files\Content.IE5\57UH53PR\MC900311066[1].WMFLesson: Fractions on a Number Line (Unit 9 Part 2)**

**MASTERY FOCUS**  **(PL-2, PL-3, I-1, I-6)**

**Essential Understanding:** There is an infinite amount of numbers and each number (whole numbers and fractions) can be associated with a unique point on a number line to show its order.

**Essential Questions:**

1. How can you find fractions on a number line?
2. How can you compare fractions on a number line?
3. How does the distance or the segments on the number line correspond to the intervals on the number line?
4. What features do you note on a number line in order to identify a fraction for any given point?
5. How can you use the ¼ mark on a number line to locate an equivalent fraction?
6. How many different ways can you name ½ on a number line?
7. What is the relationship of the numerator and denominator if the fraction is close to 1/2? Close to 0? Close to 1?

**Standards: What will students know, understand, and be able to do?**

|  |  |
| --- | --- |
| **TEKS**  **Math.3.10 Locate and name points on a number line using whole numbers and fractions, including halves and fourths.** | **ELPS**  **ELPS C.2 Learn new language structure, expressions, and basic academic vocabulary heard during classroom instruction and interactions** |

**Key Vocabulary: What key terms will my students need to understand?**

Numerator, denominator, parts of whole, parts of sets, benchmark fractions, equivalent fractions, fraction bar, number line

**Assessment Plan: How will I assess prior knowledge? How will I know my students mastered standards?**

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**LESSON CYCLE (I-1, I-4, I-5, I-6, I-8)**

**How will I engage my students in learning? How will I lead my students to mastery?**

**CHECKS FOR UNDERSTANDING (I-2)**

|  |  |
| --- | --- |
| 1. **Engage and Connect:**   **Do Now:** |  |
| 1. **Introduce New Learning:** |  |

|  |  |
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| 1. **Lead Guided and Independent Practice:**   **Guided Practice:**  **Independent Practice:** |  |
| 1. **Close the Lesson and Assess Mastery:** |  |

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**DIFFERENTIATION (I-3)**

**How will I scaffold and/or accelerate learning? For whom? How will I group my students?**

**SCAFFOLD:**

**ACCELERATE:**

**GROUP:**

**LOGISTICS** **(I-6, I-10)**

**What materials, resources, and technology will I need to prepare and arrange?**